


<b>MARICOPA COUNTY</b>  HUMAN SERVICES DEPARTMENT Workforce Development Division	<b>SECTION/REFERENCE</b> 20 CFR 664.405(a)(2), 664.405(g), 664.410(b), 664.470; P.L. 105- 220 §129(c)(1)	<b>PAGE 1 OF 5</b>
	<b>ORIGINAL ISSUE DATE</b> February 2004	<b>REVISION DATE</b> June 2013
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<b>SUBJECT:</b> Individual Service Strategy (ISS) Plan		<b>ADDENDA:</b> Blank College Career Blueprint (ISS form)

**Responsibility of:** Youth program contractor, youth case manager and youth program participant.

**Background:**

The participant and the Youth Program service provider are to develop an Individual Service Strategy which identifies job skills, education goals, career goals, appropriate achievement objectives, and appropriate combination of services for the participant to reach the goals. The ISS should be based on the objective assessment and should reflect the expressed interests and needs of the participant. The goals identified must be mutually agreed upon between the youth program service provider and the participant to ensure positive performance. The ISS is a “living document” and the corresponding service in Arizona Job Connections (AJC) must remain open during participation.

**Policy:**

The WIA Youth program requires every youth participant to have an ISS. The ISS represents an individual plan for each young person that includes: 1) an employment goal, including, when appropriate, employment in a non-traditional vocation; 2) appropriate achievement objectives, including educational goals; and 3) appropriate services that take into account what is learned from the objective assessment.

Individual Service Strategies (ISS) should be developed to include educational, career, and personal developmental goals, both short-term and long-term. ISS goals and strategies should be updated as short-term goals are achieved or the youth’s needs change. Youth entering the program should have a clear understanding that post-secondary education is critical when exploring careers.

Career goals for younger youth are age appropriate and may identify a *career interest* that can be developed into a career goal. Goals may change as a youth ages and interests broaden as a result of participation in workforce development activities, which must be reflected in a revision of the ISS and documented in case notes.

Skill attainment goals should be established for all youth needing basic skills, work readiness skills and/or occupational skills training, which is determined by objective assessment, presumptive needs assessment, and TABE scores.

The ISS is the basis for the entire case management strategy. It shall be developed in partnership (mutually agreed) with the participant and reflect the needs indicated by the objective assessment and the expressed interests and desires of the participant. The ISS is the framework for justifying decisions concerning the appropriate service mix and sequence of services. A plan of action is developed as part of the ISS for the following:

- Identify academic competencies to be achieved, (i.e. preparation for postsecondary educational opportunities)
- Determine the type of occupational and basic skills training to be provided, (i.e. strong linkages between academic and occupational learning)
- Identify employment opportunities (including nontraditional employment in appropriate circumstances)
- Determine the provision of support services
- Preparation for unsubsidized employment
- Identify a minimum of one of the ten required program elements
- Establish the achievement goals under the Arizona Skill Attainment System for Younger Youth (ages 14 through 18) in the areas of Basic, Work Readiness and Occupational Skills

**Note:** Goals on the ISS may not be set in AJC for skill attainment purposes until the youth is within one year of attainment.

The ISS should be reviewed and updated to reflect the participant's current status in meeting the objectives of the ISS including progress in acquiring basic and occupational skills and the adequacy of the supportive services provided.

Revisions can be made on the original ISS form. There is no longer ISS revision forms. AJC case notes must also be updated to reflect the redevelopment of the ISS goals and services.

The ISS cannot be the only service open in AJC. An open ISS activity must be accompanied by one of the following service categories, not including support services:

- Basic Skills Training
- Alternative Secondary School
- Summer Employment
- Tutoring Study Skills
- Leadership Development
- Adult Mentoring
- Occupational Skills Training
- Comprehensive Counseling
- On-the-Job Training
- Paid / Unpaid Work Experience

The ISS is the key tool used to track skill attainment and the successful completion of short and long term goals which lead to positive performance outcomes. An effective ISS plays a critical role in ensuring that the participant stays engaged and is retained in the Maricopa Workforce Connections Youth Program until completion of goals. Case notes must be entered in AJC relating to the ISS process, which includes but is not limited to the development, redevelopment, implementation, and achievements made by the participant.

### INDIVIDUAL SERVICE STRATEGY DATA SHEET GUIDELINES FOR COMPLETION

Understanding the purpose: The ISS is developed using the information provided from the Objective Assessment(s). The ISS will identify and justify the sequence of each service. The ISS will indicate any needs for supportive services to assist with barriers to employment and education goals and training. The ISS reflects a continuum of services that will lead to an employment/education goal for Older Youth and an employment/education and skills attainment goal for Younger Youth.

The ISS is a client centered partnership agreement that documents the expressed interests and assessed needs of the participant. The ISS is intended to be a flexible, living document to guide/record the evolving plans and circumstances of the participant, and to document discussions and decision making performed interactively with the participant. The ISS is a case management tool and not a formal contract.

The ISS form is known as the College and Career Blueprint or CCB.

#### **ALL SECTIONS MUST BE COMPLETED**

It is encouraged to complete the form electronically to allow for easy revisions and to expand areas of the form where more space is needed.

#### **PERSONAL VISION**

Youth should create a personal vision that incorporates goal as to why they are participating in the workforce development program. It is expected that each youth's vision also references education goals.

#### **EDUCATION AND CAREER GOALS**

Youth should have a clear understanding that attaining secondary and/or post-secondary education credentials are critical to his or her success in today's economy. In this section, the youth must check the boxes to indicate the applicable diploma and/or credential that he or she plans to attain during program participation.

The matrix has three sections: Educational, Career and Personal Goals. The youth, in his or her own words, must document the short-term and long-term goals he or she will attain during participation. In the timeframe column, indicate the amount of months it may take to complete the goal.

***Goals are set after a thorough review of all the information gained from a comprehensive objective assessment process.***

- A well-developed strategy should be represented in this section to reflect education steps necessary to achieve long term career goals.
- ***Younger, In-School-Youth short term educational goals*** are to remain in school and continue to progress to the next level of education, which includes skill attainment.
- ***Younger/Older Out-of-School youth short-term educational goals*** are to re-enter school or begin classes to secure a General Education Diploma (GED) or high school diploma.
- ***Primary educational goals*** after completion of secondary school are to continue in post-secondary vocational or college education.
- ***Short-term employment goals*** may include Work Experience (WEX) service/training plan to improve work readiness skills or part time jobs to provide financial aid while enrolled and participating in school or training.

- ***Career interests and goals*** determined from participant skills, abilities and interests should be reflected in the documentation of intermediate and long-term employment goals.

**MY ACTIVITIES TO ACHIEVE GOALS**

The career advisor must document the services that will assist the youth in achieving their goals. The services must be parallel to the data entered into AJC.

**SUPPORT SERVICE NEEDS**

The career advisor will assist the youth in identifying support services that will assist the youth in achieving his or her goals. It is also expected that the youth identifying solutions to those barriers in order for the advisor to truly understand the resources currently available to him or her.

Supportive Services are defined in WIA Public Law (P.L) 105-220 – August 7, 1998, and may include:

- Transportation
- Child care
- Dependent care
- Housing
- Related payments that are necessary to enable an individual to participate in service and training authorized under Workforce Investment Act.

**JOB SKILLS AND CAREER INTEREST**

The youth will provide hobbies and interests that are relevant to their current goals for secondary education, post-secondary education, and career development. An emphasis on identifying future career interests to set employment/training goals should also be a primary focus.

The results of standardized interest inventory test such as the STRONG Interest Inventory and other vocational assessments available through the Internet or software programs should also be used in this section.

Also list “marketable skills” gained through prior education/training/work experience, include results of data entry, typing and other skills-based tests in this section.

**MY CHAMPIONS TO HELP ME WITH MY GOALS**

The youth will provide the name, relationship and contact information for individuals that can be contacted by the participant, as needed, to support them towards the attainment of their goals. This may include parents/guardians, case managers, teachers, or other positive influences in the participant’s life. Contacts may be added as necessary.

**I WILL ACHIEVE MY COLLEGE AND CAREER GOALS BECAUSE:**

The participant will provide a statement regarding their personal reasons for achieving their educational and employment related goals.

**ADMINISTRATIVE SECTION**

The career advisor will date and initial when the ISS is updated. The career advisor will track dates of basic skills upgrades in reading, language and math.

**SIGNATURES**

The participant and career advisor must sign the completed ISS form. A copy must be provided to the participant.

**BASIC SKILLS TRAINING AND MONTHLY REVIEW**

These sections will be completed by the career advisor.